DOCUMENT RESUME

ED 179 740 CE 023 277

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TITLE Staff Development in Adult Education. California Adult Education.
INSTITUTION California State Dept. of Education, Sacramento. Bureau of Publications.
PUB DATE 79
NOTE 17p.
AVAILABLE FROM Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.75)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrative Policy; Administrator Responsibility; Adult Education; *Adult Educators; Counselors; *Individualized Programs; Inservice Programs; Part Time Teachers; *Professional Development; *Staff Improvement

ABSTRACT

Suggestions for an individualized approach to staff development of adult educators is offered in this monograph. Individual commitment to professional growth and administration allocation of time and resources are seen as prerequisites to implementation of any program. In discussing program types, the report cautions that large group programs, which use often-expensive outside consultants, are rarely tailored to specific district needs and should be added to extant programs only after local talent has been exhausted. The individual and small-group approach is considered best suited to the many schools with a high proportion of part-time faculty. Responsibilities are outlined for administrators, who are encouraged to visit and observe classes and to take responsibility for setting a mood of cooperation to improve morale. Administrators are also urged to attend to problems and remember that improving learning in the classroom is a major goal. Teachers' and counselors' responsibilities are outlined: these individuals are urged to keep up with their fields, use new materials, share their expertise, and contribute to a "Teacher's Idea Bank." A staff development program is not needed, the report maintains, to create a desire for growth but rather to enhance that desire which already exists. The appendix contains staff questionnaires and an outline of an individualized program. (CP)

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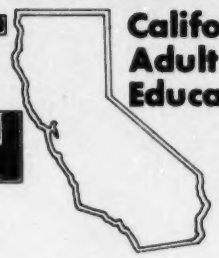

California Adult Education

CE 023 277

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Preface

The main goal of a staff development program is to improve the level of competency of adult educators and thereby provide better instruction for the student. Hopefully, the ideas presented in this monograph can be used in developing meaningful in-service training programs that will ensure the achievement of this goal.

A strong case is provided for individualized staff development based on the needs of staff members. However, we recognize that no single plan will fit the learning mode of all people. Therefore, the methods suggested for staff development range from individual conferences with an expert to attending a meeting with hundreds of other staff members.

We feel that the broad guidelines presented herein can be readily adapted to the diverse needs of the many adult education programs that are being conducted in school districts throughout the state. Our appreciation is extended to James Hardison, Dean of Instruction, Adult and Continuing Education, San Diego Community College District,who contributed his time and effort in preparing the original manuscript for this monograph.

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Introduction to Staff Development

This monograph provides suggestions for a staff development program for administrators, teachers, and counselors. The goal of the program is to improve the level of competency of these staff members so that they can provide better instruction for the student. If the program planners keep this practical goal in mind, they should be able to design programs that give results that can be measured in terms of student achievement.

Staff development is traditionally thought of as being something exclusively for the teachers. However, this monograph takes the position that administrators and counselors should be offered the same opportunity for professional growth as that offered to teachers. They should have some understanding of the basic functions of the teaching and learning processes.

The role of counselors in competency-based education is likely to be enlarged to include continual monitoring of students as they progress through a program. The counselor works much more closely with classroom teachers to adapt programs to the student's individual goals and capabilities. In this kind of relationship, both the teacher and the counselor need to know more about each other's responsibilities. The staff development program should be designed to encourage and facilitate such interaction.

The administrator has a responsibility for supervising both teachers and counselors. Administrators are also accountable for the overall success of the instructional program. Therefore, they must participate in all staff development activities if they expect to meet these responsibilities.

Staff Development Candidates

Today the majority of adult education teachers are part-time employees. Many of them teach evening classes after teaching all day in the public school system. They are usually paid by the hour. This situation makes it difficult to conduct an effective staff development program, because most teachers are not on site at the same time. In most cases the teachers spend their own time in traveling to and from and attending staff meetings or workshops.

These conditions complicate but do not rule out the possibility of establishing a staff development program. Both the part-time and full-time teacher is responsible for his or her professional growth. The difficulty with holding full staff meetings may be an asset rather than a hindrance to in-service training, because it precludes the use of the large group meeting as an ineffectual activity performed in the name of staff development.

Staff development, as espoused in this monograph, does not require the entire staff to attend the seminars, workshops, and minicourses. These activities have a place in an in-service program, but the foundation of staff development is self-selected, small-group activities. The administrators are responsible for assisting full- and part-time staff to achieve their personal goals and for coordinating these individual efforts into a well-balanced, total staff development program.

Commitment to Self-Improvement

A staff development program should be based on the assumption that all staff members are continually trying to do a better job. No one is likely to declare: "I am so good that there is no room for improvement." To put the program on a positive basis, it is best to assume that everyone is committed to self-improvement and that a staff development program is needed mainly to help each staff member.

Types of Programs

The typical staff development program consists of a series of workshops or seminars that are intended to attract the majority of staff, en masse or by disciplines. These activities may or may not be preceded by a needs assessment poll of staff members to determine the types of programs that interest them.

Large-Group Programs

The large-group presentation is successful only if (1) it is preceded with considerable planning, including a needs assessment to determine whether teachers are really interested in the subject matter; (2) teachers are advised as to what the workshop presenter will offer; (3) the presenter adapts his or her presentation to the level of audience sophistication; and (4) follow-up procedures are provided to help teachers in implementing the program.

Because of the great expense and generally low yield of the large-group in-service program, a district might benefit more from using the individualized approach to staff development. When this type of program is well-established, the one-time outside expert or local talent presentation may prove to be a valuable supplement. However, this should not be construed as a recommendation for use of the outside expert for a basic in-service staff program.

Individual and Small-Group Programs

The individual and small-group approach to staff development is especially suited to adult schools that have a high proportion of part-time teachers and that have schedules that do not permit the entire staff to meet during the day or in the evening. In the individualized approach, each staff member identifies an area of interest to pursue and indicates whether he or she prefers to work alone or with others who have similar interests.

A sample interest survey is included in the appendix at the back of this monograph. Such a survey can be circulated annually among teachers. The returns from the survey can be used to compile a directory of those who wish to work in designated areas with other educators. Teachers are expected to form their own small work groups and to prepare individual and group goals and methods for achieving them. These groups are not usually assigned by an administrator; they are more successful if they are formed voluntarily.

The results of individual and group work can be reported in a monthly newsletter. Groups are encouraged but not required to offer workshops to other interested teachers. Some of the more effective dissemination procedures consist of (1) enlarging the work group to include new members; or (2) breaking up the original group after its immediate goal has been realized, with each member heading up a group of teachers who wish to pursue the goal of the original group.

In the large-group approach, many teachers do not attend the in-service programs voluntarily; or they may attend perfunctorily if their attendance is mandated by the district, but they usually do not use the information presented in the workshops. The individualized approach provides subtle encouragement to involve all staff in ways that are likely to be more productive for everyone. In addition, the expectation for personal commitment to professional growth, which is written into the district's handbook for teachers, provides an added incentive.

Program Presenters

The program presenters may be outside experts or local staff with acknowledged expertise.

Outside consultants. Some types of training require expertise that is not available at the local level. Outside consultants can be used in an individualized program, but teachers who have been chosen for their interest in and readiness for training should be offered a series of workshops. This is the format of several California programs which offer four 2-day workshops in the initial year and two 1-day follow-up workshops the following year. The participants are trained to establish an in-service program that can be used in training other teachers in their district.

Outside experts are expensive to hire. They usually do not have any knowledge of the local level of expertise; therefore, they cannot slant their presentations with any degree of accuracy. The expertise of a staff may vary widely, and the presentation may be too advanced or rudimentary for some attendees.

Local talent. The informal use of local talent precludes arousing any jealousy or resentment that sometimes occurs when master teachers are put on stage at large-group meetings. The small-group method also ensures that every teacher has an opportunity to share his or her knowledge. The close personal contact among coworkers in a project allows instruction to be tailored to specific teaching situations; it also provides for continual follow-up and feedback, resulting in a much higher level of classroom use than is usually achieved by the one-time, large-group presentation.

Several problems are associated with using local talent. One is that presenters are usually asked to make their presentation without pay, even though it requires a great deal of preparation time. Second, if no plans are made for follow-up to help teachers put the presenter's ideas into practice, the presenter may feel that his or her efforts were for nothing.

Responsibility for Individualized Staff Development

The administration, teaching staff, and counselors are responsible for different aspects of the individualized program. Their responsibilities are interdependent and should be planned and carried out in a cooperative manner.

Administration's Responsibilities

The administration includes members of the governing board, central administration, and school site administration. This group is responsible for facilitating individual and small-group progams, which include but are not limited to the following:

1. *Instructional Resources Center (IRC)*—Teachers who desire to enrich and improve their programs should not be expected to prepare supplementary material or to locate new and improved programs. The district should maintain a center which collects, evaluates, and disseminates information about such material.
2. *Monthly Newsletter*—A monthly newsletter should contain a section which identifies available teaching resources. However, teachers should be urged by the publication to contribute their own ideas, to invite other teachers to visit their classes, to ask for ideas about a problem, and to report human interest stories concerning students. Some of the adult education classes in English, creative writing, journalism, photography, and graphics might be involved in publishing a better quality journal for wider distribution to the staff and student body.
3. *Professional Journals*—Each school site should subscribe to professional journals of special interest and make them available to their teachers.
4. *Interclass Visitation*—When teachers work together in field-testing a new program, they should visit each other's classes to determine the adaptability and widespread utility of the program. They can determine, to some degree, whether the success of the class is due to its inherent excellence or to the enthusiasm and special competence of the teachers. The district should provide funds for substitute teachers to make such visitations possible when field testing involves a well-developed program that has potential for use throughout the district.

Staff Relationship

Administrators must remember that all staff efforts should be directed to improving learning in the classroom. Teachers and counselors thus have first claim on the administrator's time and interest. The administrator should welcome the opportunity to listen to what teachers and counselors have to say about what does or does not transpire in their classrooms.

The school's only reason for existence is to facilitate learning, but too often this is the last item attended to by administrators. A staff development program cannot flourish in an administrative atmosphere that regards classroom problems as the sole responsibility of teachers and counselors.

Classroom Visitations

Second-hand information is no substitute for first-hand observation. Administrators should view their work as mainly providing support services to students through teachers and counselors and should place classroom visitations high on their list of administrative responsibilities. A visitation followed by a conference with the teacher should be a basic requirement of a staff development program.

An adult school administrator with a staff of part-time teachers whose classes meet during the day and in the evenings understandably may regard class visitations to be totally unrealistic. The sensitive observer can learn much in 15 minutes in a large adult school by visiting and observing what the students are doing and by asking them how they are getting along in their classes. If the administrator allows 15 minutes per visit, he or she should be able to visit 160 teachers in 60 hours (20 hours allowed for travel time), which amounts to 24 minutes a day or 5 percent of his or her time to maintain first-hand familiarity with the school. This time, however, does not allow for any formal post-visitation conferences, which are recommended.

Funding and Proposals

Although staff development is considered a priority budget item supported by the school's usual revenue

sources, the administration should search for other sources of funds for the program. Funds for such projects are available from a variety of sources.

Most proposals for staff development projects should be written by the staff that is to be involved in the project, not by the administration. Studies show that those projects which have the support of the staff involved, including administrators, have the best chance of accomplishing their original goals. Thus, the most worthwhile projects must be planned by those who are to participate in them, because they must develop that essential sense of ownership. A project that is designed by the administration or an outsider and then handed to the teacher to implement is frequently doomed to failure. Likewise, any teacher-developed project that does not have the administrators' firm commitment can be blocked by the administration Successful project writing and implementation must be a genuinely cooperative joint effort.

Staff Morale

To build positive staff morale, administrators should create a supportive working relationship with the teachers. Administrators should devote more time and attention to obtaining a first-hand knowledge of classroom problems. When the teachers feel that the administrators are willing to listen to criticisms and suggestions, they will be more willing to accept responsibilities for individual professional growth. For this reason, the discussion of responsibilities of administration for staff development precedes the discussion of responsibilities that should be assumed by teachers and counselors. Administration, with its control of the purse strings and policy, can facilitate or frustrate any staff development that is initiated by teachers and counselors.

School Board Participation

A district policy that gives top priority to classroom visitations should also include participation by school board members. The ultimate goal of all school boards is to improve learning. In keeping with this goal, reports from the classroom should appear on school board agendas. At least 9 minutes of the usual 3-hour (180 minutes) meeting, or 5 percent of board meeting time, could be devoted to a narrative account of teaching/learning in the classroom. These reports should deal with both the successes and failures in the classroom and should be given by teachers and/or students. Sometimes the reports would be presented only for informational purposes; at other times reports would be offered in the form of proposals for action.

Teacher's and Counselor's Responsibilities

Teachers and counselors are responsible for taking advantage of the staff development opportunities and facilities provided by the administration. Some specific examples are as follows:

New Developments

Individuals in any profession have a responsibility to invest some of their time and money in keeping abreast of developments in their field. This effort usually involves, at the minimum, subscribing to and reading regularly at least one professional journal. In addition, one may join a professional organization and attend local, regional, state, and national conferences, if possible.

Professional Literature

Teachers cannot be expected to survey a broad array of professional literature. But if a school subscribes to a half dozen or so publications and purchases selected books as they are published, teachers can be expected to review at least one issue of a periodical, read one book per year, and report any items of interest in the district's newsletter.

Members of the instructional staff are responsible for keeping each other informed of developments in their respective fields. What methods they use to accomplish this objective is the responsibility of staff and not that of the administration. (Administrators are also expected to subscribe to and to read professional journals, join organizations, and keep informed of developments in their field.)

New Materials

Teachers are expected to read the IRC newsletter and periodically examine new material that may be an improvement over what they are using in the classroom. The district can simplify the task by arranging for the circulation of new materials to each school and for leaving them on display at each site for approximately two to three weeks.

Peer Aide Consultant

Professionals have a responsibility to share their expertise with their colleagues. The newcomer should feel free to ask the old-timer for directions; any teacher or counselor should be able to call on anyone in his or her field for advice.

The district can facilitate the professional interchange of information by issuing a peer aid directory, which should include a listing of names, subject and interest areas, and home telephone numbers of teachers and counselors who agree to accept calls. To check on

the use of the peer aide network, the annual evaluation can be used to ask the staff members the number of times they call the service or the number of times they are called by other staff members. The newsletter should continually urge staff members to use this most personal means of sharing problems and progress.

Teacher's Idea Bank

Professionals in all fields are expected to make formal reports of significant solutions they find to problems that are likely to be encountered by other practitioners. These solutions should be reported to the IRC for its Teacher's Idea Bank. The IRC staff can help put ideas into a form for distribution to other teachers and report any new input to the idea bank in the newsletter. Contributors should agree to consult by telephone with teachers (1) who need suggestions on how to use the idea in a class situation that is somewhat different from that for which the idea was developed; and (2) who wish to confer about all aspects of the idea.

New Ideas

Every teacher can be expected to try at least one new idea per year in at least one course. If teachers have fulfilled any one of the preceding expectations, they will certainly have discovered at least one innovation that fits into their program.

The field-test trial should require the teacher to take an objective look at the content, procedures, and results, and decide, on the basis of that critique, whether: (1) the innovation is an improvement over what it replaces; and (2) it is likely to be of such value to teachers that it should be recommended to them in the newsletter. If so, the teacher is responsible for making the report.

A standard field-test report form that is fairly simple to fill out should be prepared by the IRC or a teacher's special field-test task force. This procedure would make field-test reporting uniform as well as relatively simple. (See appendix for an example of a field-test form.)

Committee Work

Although this type of individualized staff development program stresses personal commitment and spontaneous formation of small groups, a program of this type will eventually need formal structuring that can be best provided by a committee. This body should emerge as the result of needs perceived by teachers and counselors and not as the result of the manipulations of the administration. Usually, when such a need is identified, persons from the ranks of the identifiers are willing to serve on a committee; these persons are usually the best suited for this kind of task. The administration should accept whatever committee structure and personnel are suggested by the teacher/counselor group. Serving on such committees, of course, fulfills the professional growth expectations.

Staff Development for All School Personnel

As stated at the outset of this monograph, staff should include everyone in the school operation, except the students who are the object of staff activities. The expectation of personal commitment to continual growth should become a general personnel policy of the district. If the academic and administrative staff sincerely attempts to implement a cooperative program that is focused on improving student achievement, the nonacademic staff members are almost certain to share the uplift of morale produced by the effort.

Collective bargaining has stimulated the formation of formal groups among the different types of school employees. These organizations could be asked to (1) examine their members' contributions to the learning climate of the school; and (2) have their members make some kind of personal commitment to individual growth in knowledge and skills in their respective fields. Such policy should originate from within these organizations rather than being mandated by administration. As suggested previously, an enthusiastic model program implemented by the administrative and academic staffs will likely inspire the desired response from other school personnel and their organizations.

A district might accelerate the development of the comprehensive staff development program previously mentioned by formally establishing an ombudsperson-like internal advisory council (IAC) to take suggestions, complaints, and proposals from all sectors of the school, including students, and to attempt to evaluate them in terms of all other factors. The IAC should have one or two cooperative persons each from the school board, central administration, site administration, teachers, aides, counselors, secretarial/clerical, and maintenance staff. The council would have advisory powers only and would consider everything from the school-at-large. It would represent no special interest group but would try to get (1) special interest groups to tailor their demands to fit the overall situations; and (2) decision makers to make their decisions on the basis of what is the most beneficial to all persons concerned

Although this is the principle that decision and policy-making groups allegedly follow, their decisions are usually made on a bilateral basis, dealing with one interest group's demands versus another interest group's demands. An interested group's arguments are always suspect as special pleading and are resented by other groups whose interests may not be served by the proposals presented for consideration. However, recommendations from an intermediary group that has evaluated the proposal in terms of its overall fairness to all concerned, as well as its impact on teaching/learning (the central interest of the council, which may appear to be incidental to the special pleaders), could conceivably carry weight with both the proposers and the decision-making group.

Summary

The purpose of this monograph has been to present a rationale for an individualized approach to staff development, which in time should grow to include all personnel in the school system. Such an endeavor requires the cooperation of the administrative and the academic staffs, with the main emphasis on improving the learning opportunities for students. A staff development program which depends on individual commitment to professional growth cannot flourish when the administration does not allocate the time or resources needed to support research and development in this area.

Administrators, including school board members, can show their good faith in regard to staff development by regularly devoting at least 5 percent of their time to classroom visitations and 5 percent of board meeting time to reports from the classrooms.

Cooperative discussion among the administrative, teaching, and counseling staffs should be used to identify each group's responsibilities for the staff development program. Every district has unique needs and resources and, therefore, should develop its own program to meet those needs and to use the appropriate resources.

The main criticism of the typical in-service program, which usually consists of one-time workshops or seminars conducted by outside consultants or local talent, is that it has little, if any, impact on what teachers do in their classrooms if the staff has not been prepared ahead of time and plans have not been made to follow-up the presentation. Such large-group programs can be added to a vigorous individualized program after teachers have exhausted local resources or feel they are ready for outside expertise.

When teachers identify a need for training that is not available locally, the outside consultants should conduct a series of sessions with selected teachers who are willing and able to conduct in-service programs for other staff after they have completed their training. The cost of such a program will likely require supplemental funding.

Staff development consists of improving morale or creating a feeling that everyone in the district is pulling together to improve the total program. The administrators, including the school board, are responsible for setting the mood of cooperation by giving adequate attention to problems and progress in classrooms and by being as supportive as possible of plans to advance learning.

Teachers and counselors are responsible individually and as a group to take advantage of facilities and support which the board and administration offer and to measure their own proposals by criteria for improving students' learning.

The approach advocated in this monograph is based on the assumption that individuals normally try to improve their professional status. Thus, a staff development program is not needed to create a desire for growth but only to enhance that which already exists. Any implication of professional deficit will be resented, but offers of help to facilitate each individual's personal efforts will be appreciated.

Appendix

Individualized Staff Development Program

If no survey has been taken recently of the staff members' opinions of and interest in a staff development program, a questionnaire, such as the one introduced in this appendix, should be developed and circulated. As noted at the bottom of the survey example, results of the survey will be circulated to teachers along with a form that they should fill out and return.

Program planning

Before the administrators, teachers, and counselors conduct a survey, they should develop a program and policy that they feel their respective group members will accept and that the school board will officially endorse. Specific issues that should be considered prior to conducting a staff survey are discussed in the following paragraphs.

Level of District Support

The district should resolve the following questions in regard to its ability to maintain a certain level of support for staff development programs:

1. *Instruction*—Does the district have or is it willing to provide an instructional services center that is adequately staffed to put out a monthly newsletter, collect teaching units for a Teachers Idea Bank, maintain a file of peer aide consultants, and manage the in-and-out-flow of materials from the center?
2. *Finances*—Is the district willing and able to provide funds for teachers to attend conferences; to have large-group workshops or seminars during the regular school week and provide substitutes so that teachers can attend on school time; and to provide substitutes so that teachers in cooperative field-test and curriculum development projects can visit each other's classes? Will the district take institution memberships in professional organizations and make their publications available to staff if members commit themselves to a plan to read, review, and keep their membership informed of developments in their field?

Voluntary or Required Participation

The district should have a policy that is clear about staff participation and that was made with the assistance of administrators, teachers, and counselors. Without such cooperative planning, mandatory attendance is likely to be resented, and voluntary attendance will attract only the dedicated few.

Level of Personal Commitment

Whether participation is made mandatory or voluntary, agreement should be reached on the minimal level of professional growth activities that can reasonably be expected of every staff member. These professional standards, if cooperatively arrived at by representatives from all groups, should be supported by individual members, especially if a wide variety of self-choice activities is offered.

Commitment of District and Staff

Staff members should not be asked to participate in activities that the district will not provide, nor should the district be asked to provide opportunities that staff members will ignore. Thus, there must be cooperative planning of and mutual commitment to the options that are offered in the suggested questionnaire. Whatever type of program is adopted, it should be geared to the entire staff's interests and needs, which are determined from a survey of every administrator, teacher, and counselor.

Survey Results

Survey results should be reported within two or three weeks of the deadline for returning questionnaires (or the completion of the survey by whatever method is used). To maintain the interest and momentum generated by the survey, staff members should complete a form which lists the professional growth activities they have committed themselves to for the coming year or some designated period of time.

The form lists the activities and opportunities that staff members identified as their choice in the survey. If more topics, activities, and projects are listed than are manageable, which is likely, respondents can be asked to prioritize the choices. A sample enrollment form is included in this appendix.

Program Operation

Volunteer committees should work continuously during the survey period on plans to launch immediately whatever types of programs are offered on the survey questionnaire. Committee members should be able to determine what types of programs teachers want from the field testing and should have detailed plans ready to accommodate these groups. The committees should also identify source material for study groups that wish to investigate educational issues that do not immediately translate into classroom practice but are important as foundation thinking for broad

curriculum development, such as theories of competency-based education, individualized learning, open-entry/open-exit programs, homebound teaching, principles of community education, and innovative theories of education.

If the district accepts weekday workshops and/or interclass visitations and agrees to provide substitutes so that teachers can participate, a committee might screen the substitute list and identify those who best fit certain classes.

Plans should be made to get every staff member involved in his or her program as quickly as possible. Any long delays while the program is being organized or any confusion and misdirection from a precipitate plunge into an unplanned program will damage and possibly destroy the possibility of establishing a successful ongoing program.

Staff Development Questionnaire

The district wishes to involve all teachers, counselors, and administrators in planning a staff development program that will be of help in their professional growth. Two types of programs that can be implemented are as follows:

1. *Workshops,* which include seminars and minicourses that are planned to attract large groups and that are presented by experts from both within and outside the district.
2. *Individual and small-group programs* to meet individual needs and interests. Each staff member will plan his or her own program and pursue it by himself or herself or with colleagues who voluntarily form small groups to work on similar interests.

From the following list of professional interest areas, please indicate in the left-hand column your interest in each by using a rating scale of 0 to 3 (0 = No interest; 1 = Mild; 2 = Moderate; and 3 = High interest). Also, please check in the right-hand columns which approach you prefer to use in each area.

Interest	Content area	Workshop presenter		Work preference	
		Local	Outside	Alone	Group
____	1. How to use new teaching materials and methods				
____	2. Diagnostic and prescriptive testing and other ways to evaluate student achievement				
____	3. Teaching and learning the competency-based way				
____	4. How to improve students' self-concept and other techniques that strengthen interpersonal relations				
____	5. How to individualize instruction in the usual classroom setting without aides				
____	6. How to set up and operate a learning center in conjunction with regular classroom instruction				
____	7. Operating on an open-entry/open-exit basis				
____	8. Better integration of counseling with teaching				
____	9. Counselor's role in competency-based programs				
____	10. Other				

If available, which of the following opportunities for professional growth would you select? Please indicate in the left-hand column your interest in the opportunities by using a rating scale of 0 to 3 (0 = Unlikely; 1 = Possible; 2 = Probable; and 3 = Certain).

Participation	Opportunity or activity
____	11. Examine regularly new materials in instructional services center (ISC).
____	12. Read monthly ISC newsletter that describes available materials in center, area professional activities, teaching suggestions, and so forth.
____	13. Read regularly one professional journal.
____	14. Join one professional organization and read its publications regularly.
____	15. Visit classes which are successfully implementing new programs.
____	16. Attend some local, regional, state, and national conferences (when in the area) of professional organizations.
____	17. Serve as an officer in a professional organization.
____	18. Serve on district committee for curriculum and/or staff development projects.
____	19. Field-test recommended new teaching materials and methods in classes.
____	20. Contribute some ideas to the Teachers' Idea Bank at the ISC.
____	21. Participate as a peer aide consultant.
____	22. Participate in giving a workshop in your area of expertise.
____	23. Enroll in formal courses for professional advancement.
____	24. Other

Note: You will receive a report of the results of this survey. A sign-up form for various types of in-service programs will be included with the survey report.

Personal Commitment to Professional Growth

Use the lists of the various suggested in-service programs and professional growth activities given on the Staff Development Questionnaire to complete this personal commitment to professional growth.

Large-Group Workshops or Seminar Presentations

From among the topics that are appropriate for the large-group or seminar presentations, please list five that are of interest to you and then select two that you would attend on your own time and at your own expense. Please list the topics in order of preference in the spaces provided below:

1. _____

2. _____

3. _____

4. _____

5. _____

If such large-group presentations cannot be given during regular school hours, I would prefer to attend on Friday from 2—5 p.m. ☐ or 6—9 p.m. ☐ , or on Saturday from 9—12 a.m. ☐ or 1—4 p.m. ☐ .

Individual and Small-Group Activities

I am interested in the following activities in the order of preference indicated. (Activities of equal interest can be given the same preference rating.)

Preference rating	Activity
_____	Visit the instructional services center regularly to examine new materials.
_____	Join a professional organization, and read its publications regularly.
_____	Attend, at my own expense, local professional conferences.
_____	Serve on district committees for curriculum and staff development planning.
_____	Field-test some new materials or methods, and file report.
_____	Contribute some successful teaching ideas to Teachers' Idea Bank.
_____	Participate in the Peer Aide Consultant Service, and accept calls from others.
_____	Participate in a workshop and present some successful techniques.
_____	Enroll in a professional course. Name course and institution below:

Course: _____ Institution: _____

Other: _____

Comments or explanation:

Name: _____ School: _____

Home address: _____ School address: _____

ZIP: _____ ZIP: _____

Home phone: _____ School phone: _____

Teaching subjects: _____

Other areas of interest: _____

Please fill out and return by _____ to:

Name: _____ Address: _____

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